

後 期 日 程

令和 6 年度入学試験問題

英 語

教 育 学 部
芸 術 地 域 デ ザ イ ン 学 部

— 解 答 上 の 注 意 事 項 —

1. 問題冊子 1 冊と解答用紙 2 枚（その 1、その 2）がある。
2. 「解答始め」の合図があるまで問題冊子を開いてはならない。
3. 解答は解答用紙の所定の解答欄に記入すること。
4. 解答用紙 2 枚を提出すること。
5. 問題冊子は持ち帰ること。

令和6年度入学試験 問題訂正

○後期日程

○科目名 英語

訂正箇所1	5 ページ 3 問題 (3)
誤	(About 60 words)
正	(About 60 words <u>in English</u>)

訂正箇所2	6 ページ 4 【問題】
誤	(About 100 words)
正	(About 100 words <u>in English</u>)

- 1 次の英文を読み、‘illeism’とはどのようなもので、近年の研究ではどのようなメリットがあると考えられているか、100字程度の日本語で説明しなさい。
(20点)

As a writer specializing in psychology, I've come across hundreds of evidence-based tips for better thinking. Few have proven as useful to me as the ancient strategy of illeism.

Put simply, illeism is the practice of talking about oneself in the third person, rather than the first person. Such compositional techniques are often used by politicians to try to give their words an air of objectivity. In his account of the Gallic War, for example, the emperor Julius Caesar wrote “Caesar took revenge for the public” rather than “I took revenge for the public”. The small linguistic switch seems intended to make the statement feel a little more like historical fact, recorded by an impartial observer.

To the modern ear, illeism can sound a little foolish — and we may even laugh at famous people who choose to talk in this way. Yet recent psychological research suggests that illeism can bring some real cognitive benefits. If we are trying to make a difficult decision, speaking about ourselves in the third person can help to neutralize the emotions that could cloud our thinking, allowing us to find a wiser solution to our problem.

(Adapted from Robson, D, *Illeism: The ancient trick to help you think more wisely*)

2 以下の会話の空所に最も適していると思われる英文を、(a)～(d)から一つ
選びなさい。(20点)

(1)

A: Oh no, not again!

B: What's the matter?

A: My laptop has just crashed. That's the third time it's happened in two
weeks. _____

B: Sure.

A: Thanks. It's annoying. I keep losing my documents.

- (a) Do you know where my document is?
- (b) Would you mind having a look at it for me?
- (c) Do you know how long we have to wait?
- (d) Could you help me look for it?

(2)

A: Hello. You came in for a job interview last week.

B: Yes, that's right.

A: Firstly, I'd like to say that we were very impressed with your interview.

B: Oh, thank you. I'm glad to hear it.

A: However, _____

B: Oh. That's a shame. Thanks, anyway.

- (a) I'm sorry to have to tell you that we've offered the job to someone else
with more experience.
- (b) I'm pleased to tell you that you can start next week.
- (c) I regret to tell you that your letter hasn't arrived yet.
- (d) I'm delighted to tell you that we'd like to keep your details in case another
job comes up in the future.

(3)

A: Hi. I'll be checking out tomorrow, since my trip is almost over. I noticed there is always a long line of people waiting at the front desk here in the mornings. Is there any way to avoid that?

B: Yes, ma'am. _____

Just go to our Web site, enter your room number and your payment details. You will find a list of all your charges there, including any from our room service. It only takes a few minutes.

A: Thanks, you've been very helpful.

- (a) You can join the line any time you like.
- (b) You can book your trip in the morning.
- (c) You can wait at the front desk tomorrow.
- (d) You can use your room computer to check out.

3 次の英文を読んで、問題（1）から（3）に答えなさい。問題（1）、（2）については、適当な答えを、(a)～(d)から一つ選びなさい。（30点）

Variation across learners in terms of how successful they are at learning a second or foreign language is a familiar phenomenon for most teachers. That variation can be associated with what we call individual differences—for example, learners' age or their gender. Two key areas in which individuals can vary are language aptitude and motivation for language learning. They have long been considered to be the strongest predictors of success. However, the relative importance of each remains a subject of debate.

How teachers teach, whatever their subject area, is in many ways influenced by beliefs they bring to the classroom. In an early session in the language teacher education course I run, I usually ask trainee teachers, preparing to teach high school learners of French, German or Spanish in England, to reflect on some of the beliefs they have about learning. I do that as a way of prompting them to consider whether those beliefs could be challenged and questioned. One resource I often draw on is the questionnaire developed by Spada and Lightbown in 2006 that presents popular beliefs about language learning. Two items in this questionnaire, in particular, have always raised a lot of discussion.

(i) Highly intelligent people are good language learners.

The best predictor of success in second language acquisition is motivation.

The first of these statements implies that learners are either good at languages or they aren't—that they have some kind of inborn* talent, one that we tend to call 'aptitude'. Of course aptitude is not really the same as 'intelligence', although for some people, the two may amount to much the same thing, and high levels of intelligence, as measured by such instruments as Intelligence Quotient (IQ) tests, can and often do go hand in hand with language aptitude. Language aptitude is something that for non-specialists is an evident reality, in the same way that being good at music or sport or mathematics is often seen as some sort of natural ability rather than something that can be developed. In regard to language learning, there is a common belief that acquiring another language is a special 'gift' that some people have and that most people do not have. Such views are reflected in some research on language acquisition, which suggests that language teachers have

'intuitive notions' about aptitude. These include the view that 'Language aptitude is genetic (we're born with it)', that it 'has to do with intelligence, good memory, or a musical ear', and that 'Either one has it, or one doesn't. (ii)So there is little teachers can do about it...!'

**inborn: existing from birth*

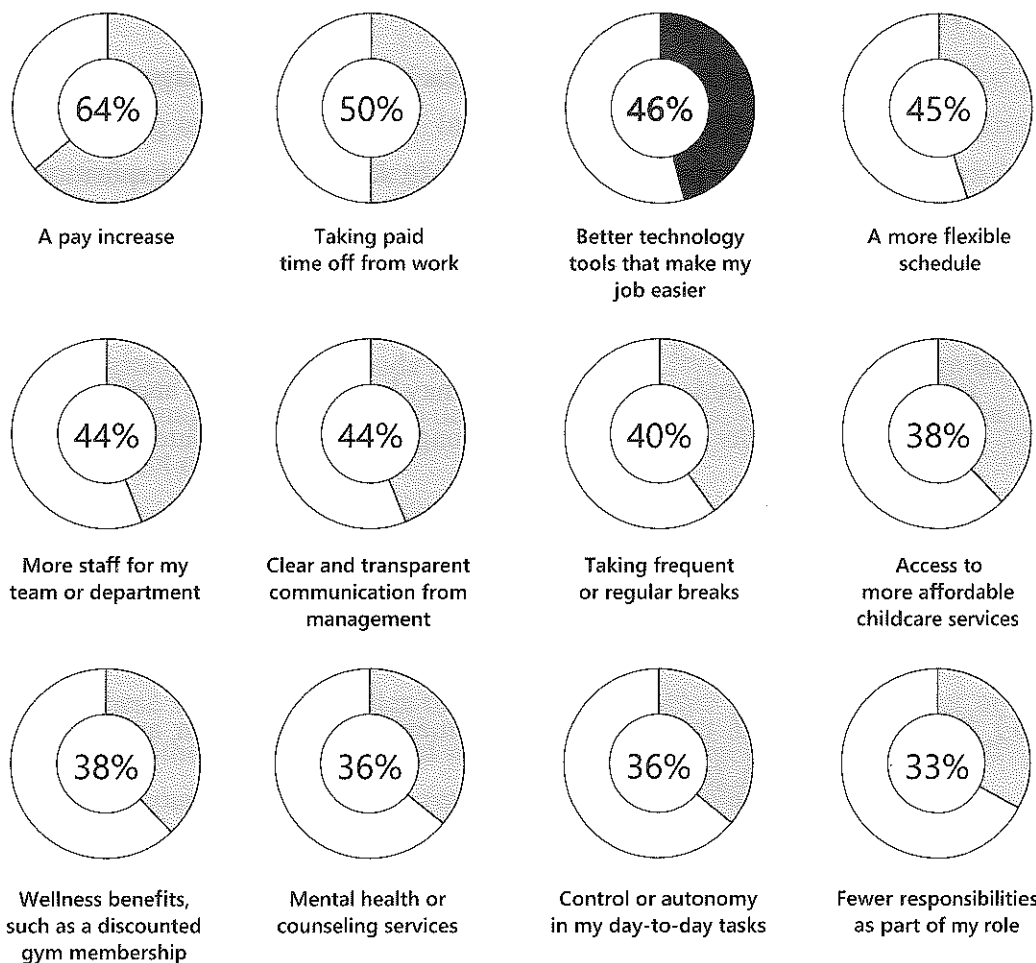
(Adapted from Macaro, E. & Woore, R. *Debates in Second Language Education*)

- (1) What is the passage mainly about?
- (a) Language acquisition research for teachers of modern languages
 - (b) Individual differences in motivation
 - (c) Two significant predictors of success in second language acquisition
 - (d) What teachers can do with learners' language aptitude
- (2) According to the passage, the underlined statements (i) may imply:
- (a) Language aptitude and intelligence may be related to one another.
 - (b) Age and gender influence how language learners contribute to class discussion.
 - (c) Motivation has been most researched in the area of individual differences.
 - (d) Many language teachers have questioned the role of motivation in second language acquisition.
- (3) Do you agree with the underlined statement (ii)? Write your answer including reasons in English. (About 60 words)

4 以下の英文と図をもとに、問題に答えなさい。(30点)

【Background】 Over the past two years, in order to inform the ways in which our technology solutions can better support our customers' needs, Microsoft has continued to study how work is changing. With the pandemic enduring, and stress levels high, frontline workers, such as doctors, nurses, and paramedics, are at a turning point. This study showed that better technological tools ranked third on a list of things frontline workers say could reduce stress, just behind better pay and vacation time.

Figure. What can reduce stress on the frontline?



(Reproduced from *Technology Can Help Unlock a New Future for Frontline Workers* (microsoft.com))

【問題】 Apart from the three factors described in the background, what other factors may be effective for reducing the stress level of frontline workers? Choose at least two factors from Figure and state your opinion. (About 100 words)